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ABSTRACT

This document describes the requirements for obtaining an undergraduate degree in education at Brooklyn College of the City University of New York, which offers a performance-based curriculum in teaching at four levels: a) early childhood, b) elementary, c) middle, and d) secondary. This performance-based program combines course content with supervised laboratory experiences in schools and community settings. The curriculum gradually introduces more complex teaching-learning situations designed to direct the prosepctive teacher in the development of knowledge, understanding, and skills needed to interpret the learning situations which will occur in teaching. Programs are offered to prospective elementary school teachers interested in teaching exceptional and bilingual children. Tables in the document include major department information at the secondary level and courses offered at each of the four teaching levels, as well as the prerequisites and corequisites for each course. (PD)

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A PERFORMANCE-BASED UNDERGRADUATE PROGRAM FOR THE EDUCATION OF TEACHERS AT BROOKLYN COLLEGE

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SP 007 945

BROOKLYN COLLEGE
THE CITY UNIVERSITY OF NEW YORK
School of Education

A PERFORMANCE-BASED UNDERGRADUATE PROGRAM FOR THE EDUCATION OF TEACHERS AT BROOKLYN COLLEGE

Program

The School of Education offers a performance-based curriculum for undergraduates interested in teaching at four levels: Early Childhood, Elementary, Middle and Secondary Schools. A performance-based program is one that combines, in each course, course content with supervised laboratory experiences in schools and community settings. It is a graduated spiral of performance-based classwork and school laboratory work beginning in the first course and continuing throughout the curriculum in progressively more complex teaching-learning situations designed to direct the prospective teacher in the development of knowledge, understanding, and skill needed to interpret the learning situations which will occur in teaching.

Prospective Teachers

A student who plans to teach on the Early Childhood, Elementary, or Middle Schools level majors in the School of Education. He will select one of the three specific levels in which he intends to teach.

A student who plans to teach on the Junior and/or Senior High School level majors in the academic department corresponding to his teaching choice and is registered as a student in the School in which his major department is lodged. In addition, he completes the School of Education's Secondary School sequence.

The School of Education has staff available for advisement on the four teaching levels. However, the student who intends to teach on the Junior and/or Secondary level is urged to consult with a counselor in his major department as soon as he begins to formulate his teaching plans. Departments have varied course requirements for majors, index standards, pre-requisites for students whom they recommend for student teaching, and suggested courses for prospective teachers.

REQUIREMENTS

Degree Requirements

Total credits required for the B.A. degree: 128

Course Requirements

Level	College Major	Preparation for Grades	Ed. Credits
Early Childhood	Education	Nursery through 2	44
Elementary	Education	1 through 6	44
Middle Schools	Education	5 through 9	32 - 34 +, concentration in 2 subject areas
Secondary	Major Department (other than Education)	Academic subject 9 through 12	20

Out of School Requirements for Education Majors

1. The student is required to complete a college level course in the appropriate subject area before registering for the corresponding methodology course.

2. The student is required to take English 1.2 or pass an exemption examination for English 1.2.

Health Requirements

Prior to student teaching, each student must have a health clearance. This consists of a physical examination plus an acceptable chest x-ray, or, negative tuberculin test. These clearances are necessary on admission to the College, or within four years prior to graduation.

New York State Education Department Mandate on Drug Education for Teachers

The State Education Department's Education Law, Sections 804, 804a and 805 states that teachers must receive a) instruction regarding the nature of alcoholic drinks b) instruction regarding the nature and effects of narcotics and habit forming drugs and c) enforcement.

In order to meet the Education Law requirements, the School of Education recommends that prospective teachers; Early Childhood, Elementary, Middle and Secondary Schools (except Health Education majors) take Health Science 12, "Contemporary Health Problems of Children and Youth" in conjunction with the Education sequence in order to meet the New York State Education Law mandate for purposes of obtaining state certification.

EARLY CHILDHOOD EDUCATION

First Course:
Education 48.1 . . . . . 6 credits
(3 class; 6 lab. hrs.)

Semester:
Open to undergraduates in upper freshman or lower sophomore semester.

Exclusion clause:
Not open to students who are enrolled in or have completed Education 27.1, 27.2, 28, 29.5, 30.3, 30.4, 35, or 58.1, 59.1, 60.1.

Description:
Young Children in the Urban Environment: School and Community
Analysis of forces affecting education of young children in an urban environment; examination of formal and informal organizational patterns of early childhood education; study of models for assessing teaching behavior and classroom interaction.

Laboratory Experiences:
90 hours per semester, approximately 6 hours per week, to be devoted to:

A - Supervised Observation
1) Schools
2) Community

B - Participation
A group-selected project to be carried out in a school-community setting.

C - Instructional Technology
Practice with specific media for Instructional Technology with emphasis on:
1) Creation and use of video tapes
2) Audio-visual media.

ELEMENTARY EDUCATION

First Course:
Education 58.1 . . . . . 8 credits
(4 class; 8 lab hrs.)

Semester:
Open to undergraduates in upper freshman or lower sophomore semester.

Exclusion clause:
Not open to students who are enrolled in or have completed Education 27.1, 27.2, 28, 29.5, 30.3, 30.4, 35 or 48.1, 59.1, 60.1.

Description:
Children and Youth in Schools in an Urban Environment
A study of the reciprocal action between children, adolescents and an urban environment. The course will include a study of human growth and development with emphasis on the elementary school child; the development of self-awareness and awareness of group processes; the psychological and sociological components which influence learning; the development of strategies for exploring cognitive and affective aspects of learning. Selected laboratory experiences in schools and other community agencies. These experiences will include the development and application of learning skills with individuals and small groups.

Laboratory Experiences:
120 hours per semester, approximately 8 hours per week devoted to:

A - Skills Practicum
The learning of skills in at least one specific and limited curriculum area; e.g.,

Audio Visual Techniques	Music for Small Groups
Activities in the Language Arts	Puppetry
Activities in Mathematics	Picture Study in Social Studies
Graphic Displays in Schools	
Reader's Theater	

B - Supervised Observation
1) Schools - Observations in Elementary Education. In addition, observations of Special Education Programs; e.g., special reading program
2) Community agencies, youth centers, clinics.

C - Participation
1) Schools - use application of skills learned in the Practicum in working with a single student or a small group of students in a school setting.
2) Contacts with parents, school personnel and community leaders.

ELEMENTARY EDUCATION FOR EXCEPTIONAL CHILDREN

Prospective Elementary School Teachers interested in the teaching of exceptional children (brain injured, emotionally disturbed, mentally retarded).

Elementary Education majors may prepare simultaneously for teaching exceptional as well as normal children. Students selected for this specialization will register as Elementary Education majors and will be assigned to specific sections of the courses in an Elementary Education sequence. These specified sections will be taught from the perspective of the problems and characteristics of exceptional children as well as from the problems and characteristics of normal children. Emphasis will be placed in developing students' ability to diagnose learning and psychological problems of children and to develop prescriptive strategies to help alleviate these problems. The courses will be taught by teams of instructors and will provide experiences with exceptional children in a variety of on and off-campus activities.

Students who graduate from this program will be eligible to teach normal children on the elementary level and exceptional children on pre-school, elementary and middle school levels. They will also be eligible to enter the special education programs offered on the graduate level.

Special sections of the courses in Elementary Education are provided for selected students interested in working with emotionally disturbed, learning disabled and mentally retarded children. Each student will be advised with respect to his/her possible entrance into the program following the completion of the application and interview.

Students who have completed or who have received credit for courses in Elementary Education (58.1) and who wish to transfer into the special Education sections of Elementary Education for the remaining courses will be expected to attend a non-credit workshop where reading assignments and lectures will attempt to provide the special Education content not provided for in the regular Education 58.1 sections.

ELEMENTARY EDUCATION - BILINGUAL PROGRAM

Prospective Elementary School Teachers Interested in A - Teaching The Bilingual Puerto Rican Child and B - Qualifying for Certification in Bilingual Education

Students interested in teaching: A - Bilingual Puerto Rican Child or B - Qualifying for Certification in Bilingual Education, will be advised and approved for the Elementary Education Bilingual Sequence by both the Departments of Education and Puerto Rican Studies.

This program will emphasize supervised experiences with children and youth in the schools and the communities of Brooklyn. These experiences will begin in the first Education course and follow through, progressively, more complex teaching-learning situations. By being involved repeatedly, throughout the whole Education Sequence, in the analysis and interpretation of these school-community experiences, the prospective teacher will develop the knowledge, understanding and skills needed to interpret the learning situations which will occur in teaching.

These courses will be taught by teams of instructors. Some of the Education courses in this Elementary Education Sequence will be team taught by members of both Departments - Education and Puerto Rican Studies. All experiences will be scheduled in bilingual (Puerto Rican Spanish) schools and in Puerto Rican community settings. The instructors will work with the students in a variety of on and off-campus activities.

Students who register for the Bilingual Education sequence must take: P.R. 41 as corequisite with Educ. 58.1
P.R. 42 as corequisite with Educ. 58.2
P.R. 43 as corequisite with Educ. 58.4
P.R. 44 as corequisite with Educ. 58.5

MIDDLE SCHOOLS

First Course:
Education 59.1 . . . . . 8 credits
(4 class; 8 lab. hrs.)

Semester:
Open to undergraduates in lower sophomore semester.

Exclusion clause:
Not open to students who are enrolled in or have completed Education 27.1, 27.2, 28, 29.5, 30.3, 30.4, 35 or 48.1, 58.1, 60.1.

Description:
Children and Youth in Schools in an Urban Environment
A study of the reciprocal action between children, adolescents and an urban environment based on an experience-centered program designed to (1) develop an understanding of the urban child from birth to maturity with emphasis on the child of the middle school years; (2) evolve self-awareness and awareness of group processes; (3) analyze the philosophical and sociological components of society which influence learning and organizational patterns in urban schools today; and (4) explore the cognitive and affective aspects of learning with individuals and with small groups. Strategies developed for meeting diverse levels of readiness to learn. Concurrent experiences: (1) selected experiences in schools, community organizations, clinics, early childhood and youth centers; (2) supervised participation in learning activities with children from diverse environments; (3) concentration upon the learning of skills in one specific curriculum area and the application of these skills in a school or community situation.

Laboratory Experiences:
120 hours per semester, approximately 8 hours per week devoted to:

A - Skills Practicum
The learning of skills in at least one specific and limited curriculum area; e.g.,

Audio Visual Techniques	Music for Small Groups
Activities in the Language Arts	Puppetry
Activities in Mathematics	Picture Study in Social Studies
Graphic Displays in Schools	Reader's Theater

B - Supervised Observations
1) Schools - at least one observation on each level, Early Childhood education, Elementary education, Middle and Secondary education. In addition, observation of Special Education Programs; e.g., special reading program.
2) Community agencies, youth centers, clinics.

C - Participation
1) Schools - use application of skills learned in the Practicum in working with a single student or a small group of students in a school setting.
2) Community - use application of skills learned in the Practicum in working with a single student or a small group of students in a community setting.
3) Contacts with parents, school personnel, and community leaders.

D - Instructional Technology
Practice with specific media for Instructional Technology with emphasis on:
1) Creation and use of video tapes
2) Audio-visual media.

SECONDARY SCHOOLS

First Course:
Education 60.1 . . . . . 8 credits
(4 class; 8 lab. hrs.)

Semester:
Open to undergraduates in lower or upper junior semester.

Exclusion clause:
Not open to studentswho are enrolled in or have completed Education 27.1, 27.2, 28, 29.5, 30.3, 30.4, 35, 71.1, 72.1, or 48.1, 58.1, 59.1.

Description:
Children and Youth in Schools in an Urban Environment
A problem-solving approach to a study of the reciprocal action between children, adolescents and an urban environment based on an experience-centered program designed to (1) develop an understanding of the urban child from birth to maturity, with emphasis on the adolescent of secondary school years; (2) evolve self-awareness and awareness of group processes; (3) analyze the psychological and sociological components of society which influence learning and organizational patterns in urban schools; (4) explore the cognitive and affective aspects of learning with individuals and with small groups; and (5) develop strategies for meeting diverse levels of readiness to learn with emphasis on reading.

Sequence of work-study experiences to include selected laboratory experiences on campus and in schools, community organizations, clinics, early childhood and youth centers; supervised participation in learning activities with adolescents from diverse environments; development of teaching and learning skills in specific curriculum areas and the application of these skills in school or community situations.

Laboratory Experiences:
180 hours per semester, approximately 12 hours per week to be devoted to:

A - Supervised Observation
1) Schools - wide range of grades (k-12)
2) Community - agencies, youth centers and clinics

B - Participation
Schools-participation in supervised learning activities with individuals or small groups (in several subject areas emphasizing teacher-trainee's major (area).

C - Instructional Technology
Practice with specific media for Instructional Technology with emphasis on:
1) Creation and use of video tapes
2) Audio-visual media.

SECONDARY SCHOOLS SEQUENCE*

Teaching Subject	Required Departmental Index	Over-all College Index
.01 English	2.75 in four subject-matter courses in English, exclusive of writing courses (including journalism), and children's literature.	None, only performance record in English electives plus course in advanced composition.
.02 Social Studies		
A. Afro-American Studies	In addition to normal departmental requirements, students who wish to enter into teaching in this area should also consult the Board of Education requirements for Social Studies licensing in order to assure the meeting of teaching requirements.	
B. Anthropology		
C. Economics	2.00	Use only Economics grades as guide
D. History	2.00 - student not necessarily approved	2.00 - student not necessarily approved
E. Political Science	3.00 (with exceptions)	2.75 (with exceptions)
F. Psychology	In addition to normal departmental requirements students who wish to enter into teaching in this area should also consult the Board of Education requirements for Social Studies licensing in order to assure the meeting of teaching requirements.	
G. Puerto Rican Studies		
H. Sociology		
.03 Mathematics	2.00 in all mathematics electives, at least 4	No requirements

Major Department Information

	Prerequisite	Corequisite
	No definitely required courses after English 1.2, though there are prerequisite courses required for certain courses	English 1.12 (advanced exposition) is required for English Department approval. (Sometimes waived with "A" grades in English 1.2 and two more subject-matter electives).
	10.1, 20.1	Economics 30.2 and 15 credits in economics to major in Economics. Certain courses would probably be recommended in individual cases.
	History 1 and 2. History elective courses not specifically identified must be completed to meet the education course prerequisites. It is strongly advised that students complete some work in American History to prepare themselves for classroom requirements in secondary schools	None - work in Economics and American Government is suggested.
	No specific requirements other than normal departmental requirements but following courses are recommended: Political Science 25, 29, 38, 41.	None other than normal collateral requirements.
	4 mathematics electives, Math. 8.9 may be counted. A student with 3 electives in math. may be considered if the courses are completed with a minimum average scholastic index of 3.0.	None

SECONDARY SCHOOLS SEQUENCE*

Teaching Subject	Required Departmental Index	Over-all College Index
.04 Science		
A. Biology	2.75	Over-all index not used
B. Chemistry	No set required index, but a student with a 2.00 is not necessarily approved	No set over-all College index but a student with a 2.00 is not necessarily approved
C. Geology	Major record of all A's and B's - other cases referred to Appointments or Graduate Committees	Evaluate only major record
D. Physics	No special index	No special inde
.05 Home Economics	3.00	2.50
.07 Hebrew	2.75	2.5
.08 Latin	2.75	2.5
.09 German	2.75	2.5
.11 Romance Languages	2.75	2.5
.15 Russian	2.75	2.5
.12 Music	2.5 - student must pass a performance proficiency test in major area of performance	Not applicable

	Prerequisite	Corequisite
	3 of the 4 core elective courses	None
	Minimum of 5 elective courses to graduate with Chemistry major - see college bulletin. It is essential that student finish at least 3 electives before beginning student teaching and have workable plan for finishing the remainder.	One year of college physics and calculus through Math. 4.2 or 5.1 - should be taken before the end of junior year.
	No specific courses required but student should be near completion of advanced elective program	None
	11/11.1, 13/13.1 and at least 1 intermediate lab. course	Remaining requirements - must complete 2 semesters of intermediate lab. and 1 semester of advanced lab.
	Students must have completed a minimum of 12 credits in home economics which include Home Economics 7 and 23.	Collateral prescriptions need not necessarily be taken concurrently with student teaching.
	11.1	Second language through 4 (2.5 index).
	11.1 and 16	Second language through 4 (2.5 index).
	11.1 and 16	Second language through 4 (2.5 index).
	11.1 and 16	Second language through 4 (2.5 index).
	11.1 and 16	Second language through 4 (2.5 index).
	In addition to courses required of all music majors - Music 35, 60, 61.1, 61.2, 62.1, 62.2, 63, 64, 65.	None

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SECONDARY SCHOOL SEQUENCE*

Teaching Subject	Required Departmental Index	Over-all College Index
.13 Physical Education (Men)	2.9	2.5
.13 Physical Education (Women)	2.8	2.5
.14A Speech	3.0	2.5
.14B Speech and Hearing Handicapped in Elementary and Secondary Schools	3.0	2.5
.16 Health Education (Men)	3.0 on 12 advanced electives taken at Brooklyn College	2.5
(Women)		2.2
.17 Art in the Elementary and Secondary Schools	3.0	2.7

*Students who have completed Education 60.1 and who plan to continue in preparation for teaching should make application with the Assistant Curriculum Coordinator. Major department approval is required at this time. Education 65.XX is usually taken in the lower senior semester. (Education 65.XX and 66.XX are not offered during the summer sessions). Students should consult their major departmental counselors as soon as possible in order to meet departmental prescriptions which must be fulfilled in order to receive recommendation for Education 65.XX.

New York City Licensing information by student area is available from the Board of Examiners, Room 403, 65 Court Street, Brooklyn, New York 11201.

	Prerequisite	Corequisite
	P.E. 1, 2, 11, 51 H.S. 5, 23, 22.71, 22.75 18 credits of advanced electives	P.E. 75, 13, 30 None
	Speech 7 or 18 or 20; 25.1, 10, 13, 14, 17.2, 27.1, 37 Speech 10, 13, 14, 17.2, 27.1, 37, 17.1	Speech 24 and electives Speech 27.3 and electives
	H.S. 5, 21 or 65, 61.1, 62, 23 12 advanced electives	H.S. 67, 68 None
	Art 1.3, 25, 26, 27 plus 6 more studio credits and approval of the Art Department Committee on Art Education. (evaluation by portfolio)	All required courses for graduation as art majors

EARLY CHILDHOOD SEQUENCE

Course		Semester	Credit	Class Hrs.	+	Superv'd Lab. Hrs.*	=	Total Hrs. weekly	Suggested Schedule Patterns**
48.1	Young children in the Urban Environment: School and Community	Upper Fresh. or Lower Soph.	6	3	+	6	=	9	Tuesday Thursday
48.2	Child Development and the Teaching-Learning Process	Lower Soph.	6	3	+	6			
		or					=	15	Monday Wednesday Friday
48.3	Reading and Other Language Arts in Early Childhood Education	Upper Soph.	4	2	+	4			
48.4	Creative Arts in Early Childhood Education	Upper Soph.	6	3	+	6			
		or					=	15	Monday Wednesday Friday
48.5	Social Studies in Early Childhood Education	Lower Junior	4	2	+	4			
48.6	Mathematics in Early Childhood Education	Lower or Upper Junior	4	2	+	4			
							=	12	Tuesday Thursday
48.7	Science in Early Childhood Education	Upper Junior	4	2	+	4			
48.8	Seminar & Comprehensive Teaching in Early Childhood Education	Lower Senior	10	2	+	16	=	18	Mon. Tues. Wed. Thurs. 8:40 - 3:00

*Supervised lab. hrs. = supervised work with youngsters in school and community settings.
**Days and hrs. will appear in the Schedule of Classes each semester.

(Nursery through Grade 2)

Laboratory Experiences (in School-Community Teaching-Learning Centers and/or Campus Media Learning Centers)	Corequisite	Prerequisite
Group selected project; assessing teaching behavior and classroom interaction; observation and participation in schools and community; Instructional Technology; self-examination.	None	None
Study of two children; classroom observation and participation; tutoring; visits to community Early Childhood facilities.	48.3	48.1
Classroom observation and participation; preparation of curriculum materials; use of media (e.g. video-tape, overhead projector, etc.); tutoring, small group instruction; micro-teaching.	48.2	48.1 1 course in Literature AND 1 course in Speech
Classroom observation and participation; preparation of curriculum materials; use of media; tutoring, small group instruction, micro-teaching.	48.5	48.2, 48.3 1 course in Art AND 1 course in Music
Classroom observation and participation; preparation of curriculum materials; use of media, tutoring, small group instruction, micro-teaching.	48.4	48.2, 48.3 1 course in Social Studies (including History)
Laboratory and classroom activities and experiences designed to give insight into how young children develop mathematical concepts. Assessment of media, materials, and the child's spontaneous activity as source for developing mathematical concepts. Integration of mathematics into total curriculum.	48.7	48.4, 48.5 1 course in Mathematics (NOT 2.1 or 2.2)
Laboratory experiences to provide knowledge of and experience with science and science-related materials and environments designed to stimulate the investigative interests and ideas of young children. Opportunities to facilitate individual development of interests, skills, and thinking with emphasis on application to and integration with all curricular areas.	48.6	48.4, 48.5 1 course in a Lab. Science
Selected supervised instructional experience to study and develop teaching style; assessment of teaching effectiveness; integration of all curricular and management areas.	None	48.7

ELEMENTARY SCHOOL SEQUENCE

Course		Semester	Credit	Class Hrs.	+	Superv'd Lab. Hrs.*	=	Total Hrs. weekly	Suggested Schedule Patterns
58.1	Children and Youth in Schools in an Urban Environment	Upper Freshmen or Lower Sophomore	8	4	+	8	=	12	T.Th: 8:40-3 or M.W. 8:40-12 F. 8:40-11:50
58.2	The Learning Process and Its Application to Instruction in the English Language Arts in the Elementary Schools	Lower Sophomore	4	2	+	4			T.Th. 8:40-3
		or					=	12	or
58.3	The Learning Process and Its Application to the Teaching of Mathematics in Elementary Education	Upper Sophomore	4	2	+	4			M.W. 8:40-12 F. 8:40-11:50
58.4	The Learning Process and Its Application to Instruction in Reading in the Elementary School	Upper Sophomore	4	2	+	4			T.Th. 8:40-3
		or					=	12	or
58.5	The Learning Process and Its Application to Instruction in the Social Studies in the Elementary School	Lower Junior	4	2	+	4			M.W. 8:40-12 F. 8:40-11:50
58.6	The Learning Process and Its Application to Instruction in Science in the Elementary School	Lower or Upper Junior	4	2	+	4			(when 58.6 & 58.7 taken together) T.Th: 8:40-4
							=	15	or
58.7	The Learning Process and Its Application to Instruction in the Arts in the Elementary School	Upper Junior	6	3	+	6			M. . 8:40-12 F. 8:40-11:5
58.8	Seminar and Supervised Instructional Experiences in the Elementary School	Lower Senior	10	2	+	16	=	18	3 mornings 9-12 + 1 ful day 9-3 + 1 two hour session

*Supervised lab. hrs. = supervised work with youngsters in school and community settings.

(Grades 1 through 6)

Laboratory Experiences (in School-Community Teaching-Learning Centers and/or Campus Media Learning Centers)	Corequisite	Prerequisite
Supervised observation and participation. Development and application of teaching-learning skills with individuals and small groups. Use of instructional technology.	None	None
Supervised observation and participation in the development and application of teaching-learning behaviors in English Language Arts. Use of instructional technology.	58.3	58.1 1 course in Literature AND 1 course in Speech
Supervised observation and participation in the development and application of teaching-learning behaviors in Mathematics. Use of instructional technology.	58.2	58.1 1 course in Mathematics (NOT 2.1 or 2.2)
Supervised observation and participation in the development and application of teaching-learning behaviors in Reading. Use of instructional technology.	58.5	58.2, 58.3
Supervised observation and participation in the development and application of teaching-learning behaviors in Social Studies. Use of instructional technology.	58.4	58.2, 58.3 1 course in Social Studies (including History)
Supervised observation and participation in the development and application of teaching-learning behaviors in Science. Use of instructional technology.		58.4, 58.5 1 course in a Lab. Science
Supervised observation and participation in the development and application of teaching-learning behaviors in the Arts. Use of instructional technology.	58.6 Pre or Co-req.	58.4, 58.5 1 course in Art AND 1 course in Music
Observation and student teaching or apprentice teaching. Construction of teacher-made materials and evaluation of commercial materials to facilitate instruction	None	58.7

MIDDLE SCHOOL SEQUENCE

Course		Semester	Credit	Class Hrs.	+	Superv'd Lab. Hrs.*	=	Total Hrs. weekly	Suggested Schedule Patterns
59.1	Children and Youth in Schools in an Urban Environment	Lower Sophomore	8	4	+	8	=	12	T. Th. 8:40-3 or M.W. 8:40-12 F. 8:40-11:50
59.2	Learning Theories and Practices	Upper Sophomore	4	2	+	4			T.Th. 8:40-3
							=	12	or
59.3	The Teaching of Reading in Middle Schools	Upper Sophomore	4	2	+	4			M.W. 8:40-12 F. 8:40-11:50
Education Elective I		Lower Junior	3	3	+	0	=	3	T.Th: 1½ pds. or M.W. F. 1 pd.
59.4	Methods of Teaching in Middle Schools I	Upper Junior	6	3	+	6	=	9	M.W. 8:40-12 F. 8:40-11:50
59.5	Methods of Teaching in Middle Schools II	Lower Senior	6	3	+	6	=	9	M.W. 8:40-12 F. 8:40-11:50
Education Elective II (1)		Upper Senior	3	3	+	0	=	3	T.Th: 1½ pds. or M.W.F. 1 pd.

*Supervised lab. hrs. = supervised work with youngsters in school and community settings.

**(1) Choose one from Ed. 36.1, 54.5 and/or obtain advisement of Division Coordinator or Assistant Curriculum Coordinator.

(2) The sequence may be started in the lower or upper sophomore semester. Each subsequent course(s) should follow with no more than a hiatus of one semester in the sequence prior to the senior year of student teaching.

(Grades 5 through 9)

Laboratory Experiences (in School-Community Teaching-Learning Centers and/or Campus Media Learning Centers)	Corequisite	Prerequisite
Supervised observation in schools (N-12) and community agencies; Skills Practicum. Learning activities with children of diverse backgrounds.	None	None
Individual or small group tutoring of Middle Schools children.	59.3	59.1
Individual or small group tutoring of Middle Schools children.	59.2	59.1 1 course in Literature
Dependent on Elective selected.	None	59.2, 59.3
Observation and supervised teaching in Middle Schools.	Ed. Elective I **	59.2, 59.3
Observation and supervised teaching in Middle Schools.		59.4 1 Ed. elective
Dependent on Elective selected.	Pre or Co-req. 59.5	59.4 1 Ed. elective

SECONDARY SCHOOLS SEQUENCE

Course		Semester	Credit	Class Hrs.	+	Superv'd. Lab.Hrs.*	=	Total Hrs. weekly	Suggested Schedule Patterns
60.1	Children and Youth in an Urban Environment	Lower or Upper Junior	8	4	+	8	=	12	Tuesday Thursday 8:40-3:00
(2) 65.01-65.17	Seminar in Secondary Education I	Lower Senior	6 (1)	4	+	Daily supervised instructional experience in schools			A minimum of 2 hrs. per day in schools + 4 class hours
66.01 66.17	Seminar in Secondary Education II	Upper Senior	6	4	+	Daily apprentice teaching experience in schools			A minimum of 2 hrs. per day in schools + 4 class hours

*Supervised lab. hrs. = supervised work with youngsters in school and community settings.

(1) No credit allowed for 65.01-65.17 unless 66.01-66.17 completed.

(2) Specific subject area identification numbers: .01=English; .02=Social Studies; .03=Mathematics; .04=Science; .05=Home Economics; .07=Hebrew; .08=Latin; .09=German; .11=Romance Languages; .12=Music; .13=Health and Physical Education (M & W); .14A=Speech-Secondary; .14B=Speech & Hearing, Handicapped; .15=Russian; .16=Health Science; .17=Art in the Elementary and Secondary Schools

(Grades 9 through 12)

Laboratory Experiences (in School-Community Teaching-Learning Centers and/or Campus Media Learning Centers)	Corequisite	Prerequisite
Supervised observation in schools (K-12). Community Agencies, Early Childhood and Youth Centers, and clinics; development of self-awareness and awareness of group processes. Skills Practicum; Instructional Technology related to a wide variety of experiences, including diagnostic and remedial techniques in reading. Observation and participation in supervised learning activities (in major curriculum area and other areas) with individuals or small groups of students; development of learning strategies appropriate to the needs of the students.	None	None
Pre-apprentice teaching: Supervised instructional experience in schools; a minimum of 2 hours per day for the semester; includes observing and teaching under supervision; curriculum development and study arising out of observations and teaching experiences	None	60.1 12 credits of advanced electives in major dept. AND approval of major dept. chairman
Apprentice teaching: assigned to a minimum of 2 classes with cooperating teacher(s) in a team teaching role where the apprentice teacher has a major responsibility for at least one class. Tasks include major responsibilities of regular teacher.	None	65.01-65.17